

**Our Lady of the Lake Roman Catholic School**  
**Yearly Course Outline**  
**Reading and Spelling**  
**Sixth Grade**  
**2025–2026**

**Teacher’s Name:** Jessica Bourgeois

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**Teacher’s Room Number:** 206

**Course Description**

**Reading**

The students will be immersed in rich literature while being introduced to a variety of genres through the reading of novels, selections from the course textbook, and supplemental readings. Through this literature, students will learn strategies to improve reading comprehension, become critical thinkers, and develop advanced vocabulary. Skills for comprehension of informational readings will be developed and practiced. The Accelerated Reader program will be used to promote reading for personal pleasure.

**Spelling/Vocabulary**

Vocabulary Workshop, published by Sadlier-Oxford, will be used to develop spelling and vocabulary skills. This program focuses on word meaning and usage, and is designed to provide students with the vocabulary skills they will need to achieve higher-level reading proficiency. The lessons will provide students with practice exercises designed to improve their spelling and writing abilities while expanding their vocabulary knowledge.

**Instructional Materials**

**Textbooks**

Into Literature published by Houghton, Mifflin, & Harcourt  
O’Dell Vocabulary Workshop Level A published by Sadlier-Oxford

**Novels**

*Island of the Blue Dolphins* by Scott  
*The Westing Game* by Ellen Raskin

**Methods of Assessment and Distribution**

All test, quiz, and homework grades will be posted on PowerSchool ([www.ollpowerschool.org](http://www.ollpowerschool.org)). Please check for postings frequently. Each quarter, four test- and four quiz-weighted assessments will be administered.

**1st & 2nd Quarters**  
**(Exams taken)**  
50% Tests  
20% Exams  
20% Quizzes  
10% Homework

**3rd & 4th Quarters**  
**(No Exams taken)**  
60% Tests  
30% Quizzes  
10% Homework

**Grading Scale**  
A: 100-94  
B: 93-86  
C: 85-78  
D: 77-70  
U: 69 and below

## Tentative Course Calendar

\*\* Dates and course content are subject to change at the discretion of teacher or administration. \*\*

Aug 7 – First day of school for 4<sup>th</sup> – 7<sup>th</sup>

Week	Standards	Objectives (The learner will . . .)	Instructional Materials	Assessments
<b>1st Quarter</b>				
<b>Week 1</b> <b>Aug. 11-15</b>  <b>8/15 Summer Reading Due</b>	RL.6.1, RL.6.2, RL.6.4 RI.6.1 SL.6.1 L.6.4	<ul style="list-style-type: none"> <li>- Read independently during the summer and demonstrate an understanding of grade appropriate texts.</li> <li>- Working in CL groups, use clues in short passages to solve mysteries</li> <li>- Determine the 5 W's in mystery passages.</li> <li>- Explain the differences between 6 different reading comprehension strategies and use each with short cold read passages.</li> <li>- Explain and use the PRUNE strategy to help determine answers in cold reading passages.</li> <li>- Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</li> </ul>	<ul style="list-style-type: none"> <li>- Novel of the student's choice Readings must be level 5.0 or above.</li> <li>- Cold read passages from Let's Get This Day Started</li> <li>- IXL H.1 Analyzing Informational Texts (text evidence)</li> </ul>	Test #1 Summer Reading  Book report 80% AR test score 20%
<b>Week 2</b> <b>Aug. 18-22</b>	RL.6.1, RL.6.3, RL.6.6 L.6.4 SL.6.1	<ul style="list-style-type: none"> <li>- Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</li> <li>- Describe how a story's plot unfolds in episodes.</li> <li>- Explain how an author develops the point of view of the narrator.</li> <li>- Enrich vocabulary.</li> <li>- Analyze a novel through small and large group discussion.</li> </ul>	<ul style="list-style-type: none"> <li>- <i>Island of the Blue Dolphins</i> novel</li> <li>- Novel information chart</li> <li>- Ch. 1-3 study guide</li> <li>- IBD Power Point</li> <li>- Karana Characterization diagram and Pacific Island map reading activity</li> </ul>	
<b>Week 3</b> <b>Aug. 25-29</b>	RL.6.1, RL.6.2, RL.6.3, RL.6.4, RL.6.5, RL.6.6 RI.6.1, RI.6.5 L.6.4a, SL.6.1	<ul style="list-style-type: none"> <li>- Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</li> <li>- Determine how a theme is conveyed through details.</li> </ul>	<ul style="list-style-type: none"> <li>- <i>Island of the Blue Dolphins</i> novel</li> <li>- Ch. 1-3 study guide</li> <li>- Vocabulary Words chart</li> </ul>	Quiz #1 <i>Island of the Blue Dolphins</i> Ch. 1-3

		<ul style="list-style-type: none"> <li>- Describe how a story’s plot unfolds in episodes.</li> <li>- Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</li> <li>- Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</li> <li>- Explain how an author develops the point of view of the narrator.</li> <li>- Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.</li> <li>- Use context as a clue to the meaning of a word or phrase.</li> <li>-Analyze a novel through small and large group discussion.</li> </ul>	<ul style="list-style-type: none"> <li>- Protagonist/ Antagonist characterization</li> <li>- <i>Island of the Blue Dolphins</i> Ch. 1-3 quiz</li> <li>- Ch. 4-7 study guide</li> <li>- Power Point Ch. 4-7</li> <li>-IXL H.2 Analyzing Informational Texts (text evidence)</li> </ul>	
<p><b>Week 4</b>  <b>Sept. 1-5</b>  9/1 Labor Day  No School</p>	RL.6.1, RL.6.2, RL.6.3, RL.6.5 L.6.4a	<ul style="list-style-type: none"> <li>- Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</li> <li>- Determine how a theme is conveyed through details and character actions.</li> <li>- Describe how a story’s plot unfolds in episodes.</li> <li>- Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</li> <li>- Use context as a clue to the meaning of a word or phrase.</li> </ul>	<ul style="list-style-type: none"> <li>- <i>Island of the Blue Dolphins</i> novel</li> <li>- Ch. 4-7 study guide</li> <li>- Compare &amp; Contrast handout and Venn diagram template</li> </ul>	Quiz # 2 <i>Island of the Blue Dolphins</i> Ch. 4-7

<p><b>Week 5</b> <b>Sept. 8-12</b></p>	<p>RL.6.1, RL.6.2, RL.6.3, RL.6.5 RI.6.1, RI.6.8 L.6.1, L.6.4a</p>	<ul style="list-style-type: none"> <li>- Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</li> <li>- Determine how a theme is conveyed through details and character actions.</li> <li>- Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</li> <li>- Analyze how a particular sentence, chapter, or scene fits into the overall structure of a text.</li> <li>- Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.</li> <li>- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li> <li>- Use context as a clue to the meaning of a word or phrase.</li> </ul>	<ul style="list-style-type: none"> <li>- <i>Island of the Blue Dolphins</i> novel</li> <li>- Ch. 8-10 study guide</li> <li>- Power Point - Ch. 8-10</li> <li>- Template of 6 Events story board</li> <li>- IXL H.3 Analyzing Informational Texts (text evidence)</li> </ul>	<p>Test #2 <i>Island of the Blue Dolphins</i> Ch. 1-7</p>
<p><b>Week 6</b> <b>Sept. 15-19</b> Spirit Week 9/19 Fun Run Kickoff</p>	<p>RL.6.1, RL.6.2, RL.6.3, RL.6.4, RL.6.5, RL.6.6 L.6.4a, SL.6.5</p>	<ul style="list-style-type: none"> <li>- Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</li> <li>- Determine how a theme is conveyed through details and character actions.</li> <li>- Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</li> <li>- Determine the meaning of words and phrases as they are used in a text, including</li> </ul>	<ul style="list-style-type: none"> <li>- <i>Island of the Blue Dolphins</i> novel</li> <li>- Ch. 11-13 study guide</li> <li>- YouTube video of sea elephants</li> <li>- Directions and rubric for Google slides project</li> </ul>	<p>Quiz #3 6 Events storyboard (Ch. 1-10)</p> <p>Test #3 <i>Island of the Blue Dolphins</i> Ch. 8-13</p>

		<p>figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</p> <ul style="list-style-type: none"> <li>- Analyze how a particular sentence, chapter, or scene fits into the overall structure of a text.</li> <li>- Explain how an author develops the point of view of the narrator.</li> <li>- Use context as a clue to the meaning of a word or phrase.</li> <li>- Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information</li> </ul>		
<p><b>Week 7</b> <b>Sept. 22-26</b></p>	<p>RL.6.1, RL.6.2, RL.6.6 RI.6.1</p>	<ul style="list-style-type: none"> <li>- Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</li> <li>- Determine how a theme is conveyed through details and character actions.</li> <li>- Explain how the author develops the narrator’s point of view through words and actions. - Interpret figures of speech in context.</li> </ul>	<ul style="list-style-type: none"> <li>- <i>Island of the Blue Dolphins</i> novel</li> <li>- Ch.14-17 study guide</li> <li>- IXL H.4 Analyzing Informational Texts (text evidence)</li> </ul>	<p>Quiz #4 “Karana’s Use of Resources” Google slides project</p>
<p><b>Week 8</b> <b>Sept.29- Oct. 3</b> 10/2 – Fun Run 10/2 - ½ day dismissal 10/3 – Faculty Inservice</p>	<p>RL.6.2, RL.6.6 L.6.5</p>	<ul style="list-style-type: none"> <li>- Determine how a theme is conveyed through details and character actions.</li> <li>- Explain how the author develops the narrator’s point of view through words and actions. - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</li> </ul>	<ul style="list-style-type: none"> <li>- <i>Island of the Blue Dolphins</i> novel</li> <li>- Ch. 18-21 study guide</li> <li>- 1 st quarter exam study guide</li> </ul>	<p>Test #4 <i>Island of the Blue Dolphins</i> Ch. 14-17</p>
<p><b>Week 9</b> <b>Oct. 6-10</b> 10/10 - ½ day</p>	<p>All reading standards covered throughout the 1st quarter</p>	<p><b>6th – 7th Grade Exams</b></p> <ul style="list-style-type: none"> <li>- Review Reading skills covered throughout the 1st quarter for the exam.</li> </ul>	<ul style="list-style-type: none"> <li>- Exam review materials and games</li> <li>- 1st quarter exam</li> </ul>	<p>Exam 1st Quarter Reading Exam</p>

<b>2nd Quarter</b>				
<b>Week 10</b> <b>Oct. 13-17</b>	RL.6.1, RI.6.1, RI.6.6 W.6.1a- e SL 6.1a-d, L.6.2	<ul style="list-style-type: none"> <li>- Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</li> <li>- Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.</li> <li>-Write arguments to support claims with clear reasons and relevant evidence.</li> <li>- Engage effectively in a range of collaborative discussions with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</li> <li>- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</li> </ul>	<ul style="list-style-type: none"> <li>- <i>Island of the Blue Dolphins</i> novel</li> <li>- Ch. 22-23 study guide</li> <li>- Ch. 24-26 study guide</li> <li>- IXL K.1 Nonfiction Book Study (text evidence in non-fiction books)</li> </ul>	Quiz #1 Survival Tool activity and Persuasive Paragraph
<b>Week 11</b> <b>Oct. 20-24</b> 10/24 Faculty Inservice 10/24-26 OLL Festival	RL.6.1, RL.6.2, RL.6.3, RL.6.5 RL.6.6	<ul style="list-style-type: none"> <li>- Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</li> <li>- Determine how a theme is conveyed through details and character actions.</li> <li>- Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</li> <li>- Analyze how a particular sentence, chapter, or scene fits into the overall structure of a text.</li> <li>- Explain how an author develops the point of view of the narrator</li> </ul>	<ul style="list-style-type: none"> <li>- <i>Island of the Blue Dolphins</i> novel</li> <li>- Ch. 27-29 study guide</li> </ul>	Quiz #2 <i>Island of the Blue Dolphins</i> Ch. 22-26

<p><b>Week 12</b> <b>Oct. 27-31</b> 10/31 – Fun Run Reward Day</p>	<p>RI.6.1, RI.6.7 SL.6.1, SL.6.4</p>	<ul style="list-style-type: none"> <li>- Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</li> <li>- Integrate information presented in different media or formats as well as in words to develop a coherent understanding of a topic or issue.</li> <li>- Engage effectively in a range of collaborative discussions with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</li> <li>- Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</li> </ul>	<ul style="list-style-type: none"> <li>- <i>Island of the Blue Dolphins</i> novel</li> <li>- <i>Island of the Blue Dolphins</i> test Ch. 22-29</li> <li>- Video - “The Lost Woman of San Nicholas”</li> <li>- IXL K.2 Nonfiction Book Study (text evidence in non-fiction books)</li> </ul>	<p>Test #1 <i>Island of the Blue Dolphins</i> Ch. 22-29</p>
<p><b>Week 13</b> <b>Nov. 3-7</b></p>	<p>RL.6.1, RL.6.2, RL.6.4, RL.6.9 L.6.5b</p>	<ul style="list-style-type: none"> <li>- Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</li> <li>- Determine a theme or central idea of a text and how it is conveyed through particular details.</li> <li>- Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</li> <li>- Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics.</li> <li>- Use the relationship between particular words to better understand each of the words.</li> </ul>	<ul style="list-style-type: none"> <li>- “Fables” context clues passages and matching worksheet</li> <li>- Power Point Using Context Clues</li> <li>- Power Point “Making Inferences Through Art &amp; Comics”</li> <li>- Point of View chart</li> <li>- Power Point of Point of View</li> </ul>	<p>Test #2 AR test and book project</p>

<p><b>Week 14</b> <b>Nov. 10-14</b></p>	<p>RL.6.9 RI.6.1, RI.6.2, RI.6.3</p>	<ul style="list-style-type: none"> <li>- Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics.</li> <li>- Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</li> <li>- Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</li> <li>- Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.</li> </ul>	<ul style="list-style-type: none"> <li>- Quiz on Author's Purpose, Conflict in Literature, and Context Clues</li> <li>- Common Core Types of Texts p. 4</li> <li>- Literary Elements review Power Point</li> <li>- IXL K.3 Nonfiction Book Study (text evidence in non-fiction books)</li> </ul>	<p>Quiz #3 Quiz on Author's Purpose, Conflict in Literature, and Context Clues</p>
<p><b>Week 15</b> <b>Nov. 17-21</b></p>	<p>RL.6.1, RL.6.2, RL.6.3, RL.6.5, RL.6.6 SL.6.1</p>	<ul style="list-style-type: none"> <li>- Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</li> <li>- Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</li> <li>- Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</li> <li>- Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</li> <li>- Explain how an author develops the point of view of the narrator or speaker in a text.</li> <li>- Engage effectively in a range of</li> </ul>	<ul style="list-style-type: none"> <li>- Printed copies of "The Fisherman and His Wife."</li> <li>- Literary Elements analysis page</li> </ul>	<p>Test #3 Test on Elements of Literature</p>

		collaborative discussions with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.		
<b>Thanksgiving Holidays Nov. 24-28</b>				
<b>Week 16 Dec. 1-5</b>	RL.6.1, RL.6.2, RL.6.3, RL.6.5, RL.6.7 RI.6.1, SL.6.2, L.6.5c	<ul style="list-style-type: none"> <li>- Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</li> <li>- Determine theme and explain how it is conveyed through details.</li> <li>- Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</li> <li>- Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</li> <li>- Compare and contrast the experience of reading a story and viewing a video.</li> <li>- Interpret information presented in diverse media formats.</li> <li>- Distinguish among the connotations of words with similar denotations.</li> </ul>	<ul style="list-style-type: none"> <li>- <i>A Christmas Carol</i> simplified version text, movie analysis packet, and study guide</li> <li>- <i>A Christmas Carol</i> video</li> <li>- IXL K.4 Nonfiction Book Study (text evidence in non-fiction books)</li> </ul>	Quiz #4 Storyboard of <i>A Christmas Carol</i>
<b>Week 17 Dec. 8-12</b>	RL.6.1, RL.6.5, RL.6.6, RL.6.7 SL.6.1	<ul style="list-style-type: none"> <li>- Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</li> <li>- Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</li> <li>- Explain how an author develops</li> </ul>	<ul style="list-style-type: none"> <li>- <i>A Christmas Carol</i> simplified version text, movie analysis packet, and study guide</li> <li>- <i>A Christmas Carol</i> video</li> <li>- <i>A Christmas Carol</i> test</li> </ul>	Test #4 <i>A Christmas Carol</i>

		<p>the point of view of the narrator and characters.</p> <ul style="list-style-type: none"> <li>- Compare and contrast the experience of reading a story and viewing a video.</li> <li>- Engage in collaborative discussions.</li> </ul>		
<p><b>Week 18</b> <b>Dec. 15-19</b> 12/19 - ½ day</p>	<p>All reading standards covered throughout the 2nd quarter RI.6.2, RI.6.6</p>	<p><b>6th – 7th Grade Exams</b></p>	<ul style="list-style-type: none"> <li>- Exam review materials and games</li> <li>- 2nd quarter exam</li> <li>- IXL I.1 Analyzing Arguments</li> </ul>	<p>Exam 2nd Quarter Reading Exam</p>
<p><b>Christmas Holidays</b> <b>Dec. 22 – Jan. 4</b></p>				
<p><b>3rd Quarter</b></p>				
<p><b>Week 19</b> <b>Jan. 5-9</b></p>	<p>RL.6.1, RL.6.5, RL.6.6 RI.6.2, RI.6.9 SL.6.2</p>	<ul style="list-style-type: none"> <li>- Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</li> <li>- Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</li> <li>- Explain how an author develops the point of view of the narrator or speaker in a text.</li> <li>- Determine a central idea of a text and how it is conveyed through particular details</li> <li>- Compare and contrast one author’s presentation of events with that of another</li> <li>- Interpret information presented in diverse media and formats and explain how it contributes to a topic, text, or issue under study.</li> </ul>	<ul style="list-style-type: none"> <li>- <i>The Westing Game</i> novel</li> <li>- Character dossiers</li> <li>- Copies of Sam Westing’s will</li> <li>- Map of Sunset Towers</li> <li>- Study guide Ch. 1-4</li> <li>- IXL L.1 Comparing Texts</li> </ul>	
<p><b>Week 20</b> <b>Jan. 12-16</b></p>	<p>RL.6.1, RL.6.3, RL.6.4 SL.6.1</p>	<ul style="list-style-type: none"> <li>- Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</li> <li>- Describe how a plot unfolds in a</li> </ul>	<ul style="list-style-type: none"> <li>- <i>The Westing Game</i> novel</li> <li>- Script for Ch. 2</li> <li>- Quiz on TWG Ch. 1-4</li> </ul>	<p>Quiz #1 TWG Ch. 1-4</p>

		<p>series of episodes and how characters respond or change as the plot moves toward a resolution.</p> <ul style="list-style-type: none"> <li>- Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</li> <li>- Engage in collaborative discussions.</li> </ul>	<ul style="list-style-type: none"> <li>- Study Guide Ch. 5-8</li> <li>- TWG Character Chart</li> </ul>	
<p><b>Week 21</b> <b>Jan. 19-23</b> 1/19 – MLK Day No School</p>	<p>RL.6.1, RL.6.3, RL.6.5, RL.6.6 RI.6.9</p>	<ul style="list-style-type: none"> <li>- Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</li> <li>- Describe how a plot unfolds in a series of episodes and how characters respond or change as the plot moves toward a resolution.</li> <li>- Analyze how a sentence, chapter, or scene fits into the structure of a text and contributes to the development of the theme, setting, or plot.</li> <li>- Explain how an author develops the point of view of the narrator or speaker.</li> <li>- Describe how a plot unfolds in a series of episodes and how characters respond or change as the plot moves toward a resolution.</li> </ul>	<ul style="list-style-type: none"> <li>- <i>The Westing Game</i> novel</li> <li>- Study Guide Ch. 5-8</li> <li>- Test on Chapters 1-8</li> <li>- Character chart</li> <li>- IXL L.2 Comparing Texts</li> </ul>	<p>Test #1 AR test and book project</p>
<p><b>Week 22</b> <b>Jan. 26-30</b> Catholic Schools Week 1/30 - Pep Rally</p>	<p>RL.6.2, RL.6.4, RL.6.5</p>	<ul style="list-style-type: none"> <li>- Determine a theme of a text and how it is conveyed through details.</li> <li>- Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</li> <li>- Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and</li> </ul>	<ul style="list-style-type: none"> <li>- <i>The Westing Game</i> novel</li> <li>- Study Guide Ch. 9-12</li> <li>- Character chart</li> </ul>	<p>Test #2 TWG Chapters 1-8</p>

		contributes to the development of the theme, setting, or plot.		
<b>Week 23</b> <b>Feb. 2-6</b>	RL.6.1, RL.6.3, RL.6.4, RL.6.5 RI.6.7, SL.6.6	<ul style="list-style-type: none"> <li>- Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</li> <li>- Describe how a story's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</li> <li>- Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</li> <li>- Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</li> <li>- Integrate information presented in different media or formats as well as in words to develop a coherent understanding of a topic or issue.</li> <li>- Adapt speech to a variety of contexts, audience, and tasks, demonstrating command of formal English when indicated or appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>- <i>The Westing Game</i> novel</li> <li>- Ch. 10 script</li> <li>- Ch. 10 logic puzzle</li> <li>- Ch. 13-16 study guide</li> <li>- IXL M.1 Visual Elements</li> </ul>	Quiz #2 Character chart
<b>Week 24</b> <b>Feb. 9-13</b> 2/13– ½ Day Grandparents Day	RL.6.1, RL.6.2, RL.6.3 L.6.4	<ul style="list-style-type: none"> <li>- Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn.</li> <li>- Determine the theme of a text and how it is conveyed.</li> <li>- Describe how a plot unfolds in a series of episodes and how the characters respond as the plot moves forward.</li> <li>- Determine the meanings of words and phrases as they are used in context.</li> </ul>	<ul style="list-style-type: none"> <li>- <i>The Westing Game</i> novel</li> <li>- Ch. 13-16 study guide</li> <li>- Script for Ch. 14</li> </ul>	Test #3 TWG Ch. 9-16

**Mardi Gras Holiday**  
**February 16-20**

<p style="text-align: center;"><b>Week 25</b> <b>Feb. 23-27</b></p>	<p>RL.6.1, RL.6.6, RI.6.7, L.6.4, L.6.5a</p>	<ul style="list-style-type: none"> <li>- Cite textual evidence of inferences drawn from text.</li> <li>- Explain how an author develops the point of view of the speaker in a text.</li> <li>- Integrate information presented in different media or formats as well as in words to develop a coherent understanding of a topic or issue.</li> <li>- Determine the meanings of words and phrases as they are used in context.</li> <li>- Demonstrate understanding of figurative language.</li> </ul>	<ul style="list-style-type: none"> <li>- <i>The Westing Game</i> novel</li> <li>- Ch. 17-20 study guide</li> <li>- Ch. 18 script</li> <li>- storyboard template</li> <li>- IXL M.2 Visual Elements</li> </ul>	<p>Quiz #3 TWG Ch. 17-20</p>
<p style="text-align: center;"><b>Week 26</b> <b>March 2-6</b></p>	<p>RL.6.1, RL.6.2, RL.6.5</p>	<ul style="list-style-type: none"> <li>- Cite textual evidence to support analysis of what is stated explicitly and inferences drawn from text.</li> <li>- Determine the theme and explain how it is conveyed.</li> <li>- Analyze how a chapter contributes to the development of the plot.</li> </ul>	<ul style="list-style-type: none"> <li>- <i>The Westing Game</i> novel</li> <li>- Ch. 21-24 study guide</li> <li>- Power Point of figures of speech</li> <li>- scripts for Ch. 22 &amp; 24</li> <li>- Test on <i>The Westing Game</i> Ch. 21-24</li> </ul>	<p>Quiz #4 TWG Ch. 21-24</p>
<p style="text-align: center;"><b>Week 27</b> <b>March 9-13</b> 3/13 – ½ Day</p>	<p>RL.6.1, RL.6.2, RL.6.4, RL.6.6 L.6.2, L.6.4</p>	<ul style="list-style-type: none"> <li>- Cite textual evidence to support analysis of what is stated explicitly and inferences drawn from text.</li> <li>- Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</li> <li>- Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</li> <li>- Explain how an author develops the point of view of the speaker</li> </ul>	<ul style="list-style-type: none"> <li>- <i>The Westing Game</i> novel</li> <li>- Ch. 25-30 study guide</li> <li>- Test on <i>The Westing Game</i> Ch. 25-30</li> <li>- IXL W.1 Homophones</li> </ul>	<p>Test #4 TWG Ch. 25-30</p>

		<p>in a text.</p> <ul style="list-style-type: none"> <li>- Spell correctly (homophones).</li> <li>- Determine or clarify the meaning of unknown and multiple-meaning words and phrases .</li> </ul>		
<b>4th Quarter</b>				
<p><b>Week 28</b> <b>March 16-20</b></p>	<p>RL.6.3, RL.6.7 L.6.4</p>	<ul style="list-style-type: none"> <li>-Describe how a plot unfolds in a series of episodes and how the characters respond as the plot moves forward.</li> <li>-Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.</li> <li>-Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</li> </ul>	<ul style="list-style-type: none"> <li>-<i>The Westing Game</i> novel</li> <li>- <i>Get a Clue</i> (movie version of TWG)</li> <li>- Can You Spot the Differences?” note page and chart</li> <li>- IXL W.2</li> <li>Homophones</li> </ul>	<p>Quiz #1 Can You Spot the Differences? novel and movie comparison</p>
<p><b>Week 29</b> <b>March 23-27</b> 3/26 – Passion Play</p>	<p>RL.6.1, RL.6.2, RL.6.4, L.6.5a, W.6.9</p>	<ul style="list-style-type: none"> <li>- Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</li> <li>- Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</li> <li>- Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</li> <li>- Interpret figures of speech in</li> </ul>	<ul style="list-style-type: none"> <li>-Poetic Device note page</li> <li>-How to Analyze a Poem</li> <li>-“Dreams” poem</li> <li>-“Dreams Deferred” poem</li> <li>-“O’ Captain! My Captain!” poem</li> </ul>	<p>Test # 1 AR test and book project</p>

		<p>context.</p> <ul style="list-style-type: none"> <li>- Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research.</li> </ul>		
<p><b>Week 30</b>  <b>Mar 30 - Apr 3</b>            No Bus Service            4/3 – Good Friday</p>	<p>RL.6.1, RL.6.2, RL.6.10, L.6.5</p>	<ul style="list-style-type: none"> <li>- Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn.</li> <li>- Determine theme of a text and how it is conveyed through details; provide a summary of the text.</li> <li>- Read and comprehend literature, including poems, in the grades 6 - 8 text complexity band proficiently, with scaffolding at the high end of the range.</li> <li>- Interpret figures of speech in context.</li> </ul>	<ul style="list-style-type: none"> <li>-Poetic Devices/ Figurative Language handout</li> <li>-“The Cremation of Sam Magee” poem</li> <li>-IXL X.1 Idioms and Adages</li> </ul>	<p>Quiz #2            Poetry Terms and Figurative Language</p> <p>Quiz #3            Stanzas summary and illustration from “The Cremation of Sam McGee”</p>
<p><b>Easter Holiday</b>  <b>April 3-10</b></p>				
<p><b>Week 31</b>  <b>April 13-17</b></p>	<p>RL.6.1, RL.6.2, RL.6.3, RL.6.4, RL.6.9, RL.6.10</p>	<ul style="list-style-type: none"> <li>- Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn.</li> <li>- Determine theme of a text and how it is conveyed through details, provide a summary of the text.</li> <li>- Describe how a ballad’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</li> <li>- Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</li> <li>- Read and comprehend literature, including poems, in</li> </ul>	<ul style="list-style-type: none"> <li>- Poetic Devices/ Figurative Language handout</li> <li>- “The Cremation of Sam Magee” poem</li> <li>- audio recording of “The Cremation of Sam McGee”</li> <li>- Test on “The Cremation of Sam McGee” and poetry elements</li> </ul>	<p>Test #2            “The Cremation of Sam McGee” and poetry elements</p>

		<p>the grades 6 – 8 text complexity band proficiently, with scaffolding at the high end of the range.</p> <ul style="list-style-type: none"> <li>- Compare and contrast texts in different forms or genres in terms of their approaches to similar themes or topics.</li> </ul>		
<p><b>Week 32</b> <b>April 20-24</b></p>	<p>RL.6.10, L.6.5</p>	<ul style="list-style-type: none"> <li>- By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6 – 8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</li> <li>- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</li> </ul>	<ul style="list-style-type: none"> <li>-Poetic Devices/ Figurative Language handout</li> <li>-Poetry Reader Response page</li> <li>-“Nothing Gold Can Stay” poem</li> <li>-IXL X.2 Idioms and Adages</li> <li>-Directions and rubric for Poetry Recitation activity</li> </ul>	<p>Test #3</p> <p>Test on poetry terms, figurative language, and analyzing a poem</p>
<p><b>Week 33</b> <b>April 27 - May 1</b> 5/1 - Field Day ½ Day</p>	<p>W.6.4, L.6.2, L.6.3, L.6.5</p>	<ul style="list-style-type: none"> <li>- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li> <li>- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</li> <li>- Use knowledge of language and its conventions when writing.</li> <li>- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</li> </ul>	<ul style="list-style-type: none"> <li>- Roll a Poem activity page and dice</li> <li>- Poet Research template</li> <li>- paper choices of names of children’s poets</li> <li>- Directions and rubric for Poetry Recitation activity</li> </ul>	<p>Test #4</p> <p>Poet Research project</p>
<p><b>Week 34</b> <b>May 4-8</b> 5/5 May Crowning 5/7 – 7<sup>th</sup> Graduation</p>	<p>RI.6.4, SL.6.5, SL.6.6, L.6.6</p>	<ul style="list-style-type: none"> <li>- Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</li> <li>- Include multimedia components and visual displays in presentations to clarify information.</li> <li>- Adapt speech to a variety of contexts, audience, and tasks, demonstrating command of formal English when indicated or</li> </ul>	<ul style="list-style-type: none"> <li>- Directions and rubric for Poetry Recitation activity</li> <li>- IXL BB.1 Domain Specific Words</li> <li>- Quiz #4 Poetry recitation</li> </ul>	<p>Quiz #4</p> <p>Presentation of poet research and poem recitation</p>

		<p>appropriate.</p> <ul style="list-style-type: none"> <li>- Acquire and use accurately grade- appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension.</li> </ul>		
<p><b>Week 35</b> <b>May 11-15</b></p>	L.6.5	<ul style="list-style-type: none"> <li>- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</li> </ul>	<ul style="list-style-type: none"> <li>- Power Point of Interpreting Idioms</li> <li>- Idiom paper strips</li> <li>- Idiom illustrations template</li> <li>- Idiom Color by Number activity</li> </ul>	
<p><b>Week 36</b> <b>May 18-21</b> 5/21 ½ day</p>	W.6.4, W.6.10, L.6.2	<ul style="list-style-type: none"> <li>- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li> <li>- Use knowledge of language and its conventions when writing, speaking, reading, or listening.</li> <li>- Engage effectively in a range of collaborative discussions with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</li> </ul>	<ul style="list-style-type: none"> <li>- “Would You Rather?” choices, record sheet and paragraph template</li> </ul>	



## 2025-2026 Spelling Tentative Course Calendar

**\*\* Dates and course content are subject to change at the discretion of teacher or administration. \*\***

Aug 7 – First day of school for 4<sup>th</sup> – 7<sup>th</sup>

Week	Standards	Objectives (The learner will . . .)	Instructional Materials	Assessments
<b>1st Quarter</b>				
<b>1st Quarter Aug. 11- Oct. 10</b>	RL.6.4, RI.6.4, L.6.2b, L.6.4 a-d, L.6.5 a-c, L.6.6	<ul style="list-style-type: none"> <li>- Demonstrate command of the conventions of standard English spelling when writing.</li> <li>- Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.</li> <li>- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</li> <li>- Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</li> </ul>	-Sadlier Vocabulary Workshop Level A  Units 1-4	-Students will be tested on the correct spellings, meanings, and usage of the Vocabulary Workshop words.  -Unit 1 spelling test -Unit 1 vocabulary test -Unit 2 spelling test -Unit 2 vocabulary test -Unit 3 spelling test -Unit 3 vocabulary test -Unit 4 spelling test
<b>2nd Quarter Oct. 13- Dec. 19</b>	RL.6.4, RI.6.4, L.6.2b, L.6.4 a-d, L.6.5 a-c, L.6.6	<ul style="list-style-type: none"> <li>- Demonstrate command of the conventions of standard English spelling when writing.</li> <li>- Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.</li> <li>- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</li> <li>- Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</li> </ul>	-Sadlier Vocabulary Workshop Level A  Units 4-7	-Students will be tested on the correct spellings, meanings, and usage of the Vocabulary Workshop words.  -Unit 4 vocabulary test -Unit 5 spelling test -Unit 5 vocabulary test -Unit 6 spelling test -Unit 6 vocabulary test -Unit 7 spelling test -Unit 7 vocabulary test

<p style="text-align: center;"><b>3rd Quarter Jan. 5- March 13</b></p>	<p>RL.6.4, RI.6.4, L.6.2b, L.6.4 a-d, L.6.5 a-c, L.6.6</p>	<ul style="list-style-type: none"> <li>- Demonstrate command of the conventions of standard English spelling when writing.</li> <li>- Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.</li> <li>- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</li> <li>- Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</li> </ul>	<p>-Sadlier Vocabulary Workshop Level A</p> <p>Units 8-11</p>	<p>-Students will be tested on the correct spellings, meanings, and usage of the Vocabulary Workshop words.</p> <ul style="list-style-type: none"> <li>-Unit 8 spelling test</li> <li>-Unit 8 vocabulary test</li> <li>-Unit 9 spelling test</li> <li>-Unit 9 vocabulary test</li> <li>-Unit 10 spelling test</li> <li>-Unit 10 vocabulary test</li> <li>-Unit 11 spelling test</li> </ul>
<p style="text-align: center;"><b>4th Quarter March 16- May 21</b></p>	<p>RL.6.4, RI.6.4, L.6.2b, L.6.4 a-d, L.6.5 a-c, L.6.6</p>	<ul style="list-style-type: none"> <li>- Demonstrate command of the conventions of standard English spelling when writing.</li> <li>- Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.</li> <li>- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</li> <li>- Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</li> </ul>	<p>-Sadlier Vocabulary Workshop Level A</p> <p>Units 11-14</p>	<p>-Students will be tested on the correct spellings, meanings, and usage of the Vocabulary Workshop words.</p> <ul style="list-style-type: none"> <li>-Unit 11 vocabulary test</li> <li>-Unit 12 spelling test</li> <li>-Unit 12 vocabulary test</li> <li>-Unit 13 spelling test</li> <li>-Unit 13 vocabulary test</li> <li>-Unit 14 spelling test</li> <li>-Unit 14 vocabulary test</li> </ul>